

SPAG Terminology – specific for your year group.

For the 'catch up curriculum' you may need to look at the year group before for those SPaG objectives.

Subject	The subject of the sentence is usually the person or thing carrying out an action. E.g. The man ate a cream cake - The man is the subject of the sentence.
Object	The object is usually involved in the action in some way. E.g. The man ate a cream cake The cream cake is the object of the sentence.
Modal Verbs	A Modal verb is a type of verb that is used to indicate modality – that is: likelihood, ability, permission, request, capacity, suggestions, order, obligation, or advice. Ben may go to the party. You should ask your parents.
Adverbials	We can show degrees of possibility by also using adverbs e.g. perhaps/surely We can link ideas across paragraphs by using adverbials of time (e.g. later), and place (e.g. nearby) and maintaining the correct verb tense.
Parenthesis	Additional information that is not essential to the text – brackets, commas or dashes used to mark it. E.g. Miss Cross (a teacher at Ferndale Primary School) drives a blue car.
Relative Pronoun	A pronoun that often introduces a relative clause e.g. that/which/who/whose/where/when The boy, who was seven, scored five rounders in the match.



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Commas to avoid ambiguity	We can use commas to clarify meaning or avoid ambiguity, e.g. we're going to learn to cut and paste children. -> We're going to learn to cut and paste children.
Bracket	() come in pairs
Dash	- used to indicate parenthesis
Cohesion	Tying words, phrases, sentences and paragraphs together to create a text that is clear and flows.
Clauses	Main clause – A simple sentence that contains a subject and a verb. It makes sense on its own I went to school Subordinate clause – Contains a subordinating conjunction. Adds detail to a main clause; is not a full sentence. The subordinate clause can appear at the start, end or middle of a sentence. I went to school while my brother stayed at home. Or While my brother stayed at home, I went to school Relative Clause: adds information to a sentence using a relative pronoun: who, whose, that, which, where. E.g. Miss Cross, who loves history, teaches in Year 6.



Spelling Rules Years 5 and 6

Endings which sound like /ʃəs/ spell -cious or -tious	Not many common words end like this. If the root word ends in -ce, the /ʃ/ sound is usually spelt as c – e.g. vice – vicious, grace – gracious, space – spacious, malice – malicious. Exception: anxious.	vicious, precious, conscious, delicious, malicious, suspicious ambitious, cautious, fictitious, infectious, nutritious
Endings which sound like /ʃəl/	-cial is common after a vowel letter and -tial after a consonant letter, but there are some exceptions. Exceptions: initial, financial, commercial, provincial (the spelling of the last three is clearly related to finance, commerce and province).	official, special, artificial, partial, confidential, essential
Words ending in -ant, -ance/-ancy, -ent, -ence/-ency	Use -ant and -ance/-ancy if there is a related word with a / / or /eɪ/ sound in the right position; -ation endings are often a clue. Use -ent and -ence/-ency after soft c (/s/ sound), soft g (/dʒ/ sound) and qu, or if there is a related word with a clear /ɛ/ sound in the right position. There are many words, however, where the above guidance does not help. These words just have to be learnt.	observant, observance, (observation), expectant (expectation), hesitant, hesitancy (hesitation), tolerant, tolerance (toleration), substance (substantial) innocent, innocence, decent, decency, frequent, frequency, confident, confidence (confidential) assistant, assistance, obedient, obedience, independent, independence
Words ending in -able and -ible Words ending in -ably and -ibly	The -able/-ably endings are far more common than the -ible/-ibly endings. As with -ant and -ance/-ancy, the -able ending is used if there is a related word ending in -ation. If the -able ending is added to a word ending in -ce or -ge, the e after the c or g must be kept as those letters would otherwise have their 'hard' sounds (as in cap and gap) before the a of the -able ending. The -able ending is usually but not always used if a complete root word can be heard before it, even if there is no related word ending in -ation. The first five examples opposite are obvious; in reliable, the complete word rely is heard, but the y changes to i in accordance with the rule. The -ible ending is common if a complete root word can't be heard before it but it also sometimes occurs when a complete word can be heard (e.g. sensible).	adorable/adorably (adoration), applicable/applicably (application), considerable/considerably (consideration), tolerable/tolerably (toleration) changeable, noticeable, forcible, legible dependable, comfortable, understandable, reasonable, enjoyable, reliable possible/possibly, horrible/horribly, terrible/terribly, visible/visibly, incredible/incredibly, sensible/sensibly



Spelling Rules Years 5 and 6

Adding suffixes beginning with vowel letters to words ending in -er	The r is doubled if the -er is still stressed when the ending is added. The r is not doubled if the -er is no longer stressed.	referring, referred, referral, preferring, preferred, transferring, transferred reference, referee, preference, transference
Use of the hyphen	Hyphens can be used to join a prefix to a root word, especially if the prefix ends in a vowel letter and the root word also begins with one	co-ordinate, re-enter, co-operate, co-own
Words with the /i:/ sound spell ei after c	The 'i before e except after c' rule applies to words where the sound spellt by ei is /i:/. Exceptions: protein, caffeine, seize (and either and neither if pronounced with an initial /i:/ sound).	deceive, conceive, receive, perceive, ceiling
Words containing the letter-string ough	ough is one of the trickiest spellings in English — it can be used to spell a number of different sounds.	ought, bought, thought, nought, brought, fought rough, tough, enough cough though, although, dough through thorough, borough plough, bough



Spelling Rules Years 5 and 6

Words with 'silent' letters (i.e. letters whose presence cannot be predicted from the pronunciation of the word)	Some letters which are no longer sounded used to be sounded hundreds of years ago: e.g. in knight, there was a /k/ sound before the /n/, and the gh used to represent the sound that 'ch' now represents in the Scottish word loch.	doubt, island, lamb, solemn, thistle, knight
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New Curriculum Spelling List Years 5 and 6



accommodate	communicate	equip	immediately	physical	sincerely
accompany	community	equipped	individual	prejudice	soldier
according	competition	equipment	interfere	privilege	stomach
achieve	conscience	especially	interrupt	profession	sufficient
aggressive	conscious	exaggerate	language	programme	suggest
amateur	controversy	excellent	leisure	pronunciation	symbol
ancient	convenience	existence	lightning	queue	system
apparent	correspond	explanation	marvellous	recognise	temperature
appreciate	criticise	familiar	mischievous	recommend	thorough
attached	curiosity	foreign	muscle	relevant	twelfth
available	definite	forty	necessary	restaurant	variety
average	desperate	frequently	neighbour	rhyme	vegetable
awkward	determined	government	nuisance	rhythm	vehicle
bargain	develop	guarantee	occupy	sacrifice	yacht
bruise	dictionary	harass	occur	secretary	
category	disastrous	hindrance	opportunity	shoulder	
cemetery	embarrass	identity	parliament	signature	
committee	environment	immediate	persuade	sincere	

